The following items will be discussed at the meeting of the Standing Committee on Teaching, Learning and Student Supports to be held on Tuesday, June 23, 2015 at 5:30 p.m. in Room 410 at the Durkin Administration Building:

gb #2-36 -Ms. Novick/Mr. O'Connell/Mr. Monfredo (January 25, 2012)

To review the status of the curriculum review process.

gb #4-169 - Mr. O'Connell/Mr. Monfredo/Mr. Foley/Miss Ramirez (May 28, 2014)

To review the "Safe Routes to School" second grade pedestrian safety program, with a view to expanding its use within the Worcester Public Schools.

gb #4-294 - Administration (October 27, 2014)

To share information on the elementary Report Card Pilot.

STANDING COMMITTEE: TEACHING, LEARNING AND STUDENT SUPPORTS

DATE OF MEETING: Tuesday, June 23, 2015

ITEM: Ms. Novick/Mr. O'Connell/Mr. Monfredo (January 25, 2012)

To review the status of the curriculum review process.

PRIOR ACTION:

- 2-2-12 Referred to the Standing Committee on Teaching, Learning and Student Supports.
- 2-16-12 It was moved and voice voted to request that the Administration provide budget recommendations in connection with advisable expenditures associated with the Curriculum Renewal in each particular subject area for the 2013 fiscal year, including but not limited to staff development, curriculum materials and focused instructional coaches.
- 3-6-12 Miss Biancheria made the following motion:

 Request that the Administration forward a copy of Annex A, page 1 together with any specific dates when they are established to the Parent/Teacher Organizations, Site Councils and Citywide Parent

On a voice vote, the motion was approved.

4-10-12 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS

(Considered with ab #2-52).

Planning Advisory Council.

Miss Biancheria made the following motion:

Request that the Administration include funding for the FY13 Arts Programs and keep in mind the importance of adequate supplies within the Visual Arts Program.

On a voice vote, the motion was approved.

(Continued on page 2).

BACKUP:

Annex A (2 pages) contains a copy of the Administration's response to report back as to whether or not "Go Math" should be recommended for adoption by the School Committee.

Page 2

PRIOR ACTION (continued)

4-10-12 - Mr. Monfredo made the following motion:

(continued)

Request that the Administration pursue options available for funding through Arts Grants and, if available, monitor and assist the members of the Visual Arts Department in applying for such grants. On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that the Minimum Admission Requirements for Admission to Massachusetts State Colleges and the University of Massachusetts, as contained in Annex A, page 7, be distributed to the PTOs and also placed on the Worcester Public Schools' website.

On a voice vote, the motion was approved.

Miss Biancheria made the following motion:

Request that the Administration prepare recommendations regarding supplementary instructional time including, but not limited to, afterschool and Saturday sessions to assist students in mastering the more rigorous requirements for admission to Massachusetts State Colleges and the University of Massachusetts as set forth by the Massachusetts Board of Higher Education.

On a voice vote, the motion was approved.

It was moved and voice voted to approve the Administration's recommendation with regard to the high school course revision requirements set forth in Annex A, pages 1 and 2.

It was moved and voice voted to hold gb #2-36 and file gb #2-52.

4-26-12 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as amended.

Miss Biancheria made the following motion:

Request that the Administration include funding for the FY13 Arts Programs and keep in mind the importance of adequate supplies within the Visual Arts Program.

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that the Administration pursue options available for funding through Arts Grants and, if available, monitor and assist the members of the Visual Arts Department in applying for such grants.

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that the Minimum Admission Requirements for Admission to Massachusetts State Colleges and the University of Massachusetts, as contained in Annex A, page 7, be distributed to the PTOs and also placed on the Worcester Public Schools' website.

On a voice vote, the motion was approved.

Page 3

PRIOR ACTION (continued)

4-26-12 - Miss Biancheria made the following motion:

(continued)

Request that the Administration prepare recommendations regarding supplementary instructional time including, but not limited to, afterschool and Saturday sessions to assist students in mastering the more rigorous requirements for admission to Massachusetts State Colleges and the University of Massachusetts as set forth by the Massachusetts Board of Higher Education.

On a voice vote, the motion was approved.

It was moved and voice voted to approve the Administration's recommendation with regard to the high school course revision requirements set forth in Annex A, pages 1 and 2.

It was moved and voice voted to hold gb #2-36 and file gb #2-52.

Ms. Novick suggested that the Administration review the kindergarten report card to make certain that parents receive feedback on social studies and science.

5-30-12 - Mrs. Leach provided a status report on the curriculum review process for the Performing Arts.

Mrs. Goldstein provided a status report on the curriculum review process for English Language Arts.

Ms. Colorio asked the Administration about the makeup of the various stakeholder groups.

Dr. Mulqueen indicated that he has a compendium which contains a detailed description of the curriculum review process including the makeup of the stakeholder groups. HOLD.

- 1-31-13 STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORT Hold.
- 2-7-13 SCHOOL COMMITTEE MEETING The School Committee approved the action of the Standing Committee as amended.
 Ms. Novick requested that the math liaison do the same presentation that she did at the CPPAC for the Standing Committee on Teaching, Learning and Student Supports when the item is discussed.
 It was moved and voice voted to hold the item.
- 3-27-13 STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS (Considered with qb #2-227)

Dr. Rodrigues introduced the item and Dr. Meade-Montague introduced the topic of the Common Core State Standards Initiatives.

Page 4

PRIOR ACTION (continued)

3-27-13 - Mrs. Goldstein, English Language Arts Liaison, spoke about the (continued) Common Core State Standards Initiatives in English.

Ms. Thompson, Mathematics Liaison, spoke about the Common Core State Standards Initiatives in Mathematics.

Miss Biancheria made the following motions:

Request that the Administration provide a report as to the number of hours of Professional Development provided to teachers and other staff members who are currently working with students by site and by position for both ELA and mathematics.

Request that the Administration provide a statement as to the funding sources utilized in connection with the Professional Development programs being offered with regard to curriculum revision in both ELA and mathematics including consultants.

On a voice vote, the motions were approved.

Mr. Monfredo made the following motions:

Request that the Administration provide a report during the course of curriculum development as to what has been determined by the Administration to have worked effectively and report on a mid-year and end-of-year basis in connection with ELA and mathematics.

On a voice vote, the motion was approved.

Mr. O'Connell made the following motions:

To invite the Administration to include as backup for the Standing Committee on Teaching, Learning and Student Supports the individualized reports presented by the English Language Arts and Mathematics liaisons.

Request that the Administration provide general guidance as to timelines for review of the evolving curriculum and also a recommendation as to when the Standing Committee should meet to discuss the continuing evolution of the curriculum with phases 3, 4 and 5.

Request that the Administration include in the FY14 Budget recommendations of any particular initiatives, staff development programs or other particular resources that the Administration deems appropriate for the continuing curriculum evolution.

On a voice vote, the motions were approved.

Miss Biancheria made the following motion:

Request that the Administration provide a summary of the pilot programs at Rice Square School, Goddard School of Science and Technology and Wawecus Road School for grades 2 and 3 in June. On a voice vote, the motion was approved.

Page 5

PRIOR ACTION (continued)

10-29-13 - Mr. Monfredo made the following motions:

Request that the Administration provide information with regard to academic choices available within the middle schools to parents of all grade 5 and 6 students and to the students themselves in the respective schools.

Request that the Administration use Connect-Ed to notify the parents of 5th and 6th graders about activities available to them in the middle schools.

Request that the Administration provide notice to the School Committee with regard to the timing of the events and the content of the Connect-Ed notice.

On a voice vote, the motions were approved.

Miss Biancheria made the following motions:

Request that the School Committee refer to the Standing Committee on Finance and Operations the topic of issuance of additional bus passes for after school use by students in the middle schools.

Request that the Administration notify Mr. O'Neil of the WRTA regarding the feasibility of securing additional bus passes.

Request that the Administration consider establishment of supplemental arts programs at the middle school level and refer this topic to the Budget.

On a voice vote, the motions were approved.

11-25-13 - Dr. Rodrigues introduced Phyllis Goldstein, English Liaison, and Kathy Berube, Science Liaison, to make presentations on the status of the curriculum review process in the Worcester Public Schools.

Ms. Berube explained the next generation science standards and indicated that the frameworks have been adopted.

Miss Biancheria made the following motions:

Request that the Administration inform the School Committee regarding the on-going status of State Standardized Testing in science, indicating changes in MCAS and the science component of PARCC.

Request that the Administration forward a letter to DESE stressing the need to maintain courses in Biology, Chemistry, Physics and English as areas central to science development.

Request that the Administration provide an update on standardized testing and curricular expectations in Science.

Request that the report disseminated at the meeting be forwarded to the President of the CPPAC.

On a voice vote, the motions were approved.

Page 6

PRIOR ACTION (continued)

9-2-14 - Tamisha Thompson made a presentation on the status of the Mathematics Curriculum Review Cycle.

Mr. O'Connell made the following motions:

Request that the Standing Committee approve the Administration's recommendation to adopt "Go Math" to be implemented as a systemwide pilot program for 2014-15.

Request that the Administration report back to the Standing Committee on Teaching, Learning and Student Supports, at the conclusion of the pilot program, as to whether or not "Go Math" should be recommended for adoption by the School Committee.

On a voice vote, the motions were approved.

Elementary Mathematics Pilot Update

In 2013-2014, the district implemented a pilot of four different mathematics resources and materials to support standards mastery at the elementary level. Seventeen schools participated in the pilot and, as a result of the implementation, Go Math! resources and materials from Houghton-Mifflin Harcourt was identified as the best match for the district.

During the 2014-2015 school year, the district implemented a district-wide pilot of Go Math! resources in all schools and the data associated with the implementation is attached.

The results of the district-wide implementation validates the findings of the 2013-2014 pilot and the district recommends the adoption of the Go Math! resources and materials for 2015-2016 and beyond.

	Alignment to WPS District Curriculum Documents [Go Math completely aligns to the district curriculum, or where there is not complete alignment	Critical Areas in the so Math emphasizes of the grade as outl	on the Introduction page in the MA Fluency [Go Math gives repeated and consistent attention to individual standards that set an expectation of		outinized in the MAT includes Coherence [Go Math includes problems and activities that make connections between content standards (within clusters and across	connecti connec tent star	Rigor and Balance [Go Math develops students' conceptual understanding of key mathematical concepts.]	Rigor and Balance [Go Math allows teachers and students using the materials to spend sufficient time working with engaging	and	Progressions [Go Math gives all students extensive work with problems at the grade level. (Problems are developmentally appropriate for	Progressions [Go Math relates concepts explicitly to prior knowledge from earlier grades.]	Emphasis on Mathematical Reasoning [Go Math prompts students to reason mathematically by constructing evidence-based mathematical	Emphasis on Mathematical Reasoning [Go Math requires students to use precision in mathematical statements.]	Emphasis on Mathematical Reasoning [Go Math explicitly attends to the specialized language of mathematics.]	Problem-Solving [Go Math engages students in problem solving as tool for earning mathematics. It calls for modeling/application in real-world	Student Engagement [Through Go Math, students have access to multiple means of expression, engagement and representation;	Feedback [Assessments provided with Go Math are varied and meaningful; they have built-in error analysis, and provide feedback that informs the	Intervention [Formative assessments provided with Go Math allow for timely intervention at school, in out-of-school time programs, and at home.]	sity [T highligh	reflect the diversity of the students.] Special Populations [Go Math includes materials to address the needs of special populations, such as students with Loraning dischilising Equilary.	with realining disabilities, English- Family Engagement [Go Math includes materials for parents/guardians to support students; those included materials are accessible for all	- 2 o	Professional Development [Professional development with Go Math provides support to teachers in pedagogy as well as math content. PD	Technology [The school has the technological infrastructure in place to implement the components of Go Math.]
By Quadrant	4 D 6 >	E E O	0 11 0 8 4	_ IL 4 0 (0 0 0 0	,	L 0, X	4 4 4 4	H 2 L	H W H W	ш о ш	шшсе		ш _ "	H 60 Z C	0,2 5 0	E O 1 4	_ 4 4	0 .= 0		> 111 2 60 2	ш 42 У С	H L Z U	_ + - <u> </u>
Burncoat Quadrant	91%	95%	95%	95%	95%	95%	95%	86%	77%	86%	91%	95%	95%	95%	95%	86%	95%	86%	73%	91%	86%	91%	82%	73%
Doherty Quadrant	95%	93%	98%	100%	98%	100%	100%	100%	98%	100%	98%	98%	100%	100%	100%	95%	90%	98%	90%	95%	98%	95%	95%	83%
North Quadrant	100%	100%	100%	100%	100%	100%	100%	100%	94%	100%	97%	94%	100%	100%	100%	94%	94%	94%	92%	92%	94%	97%	86%	75%
South Quadrant	100%	100%	100%	97%	100%	97%	100%	94%	97%	97%	100%	100%	100%	100%	97%	97%	100%	100%	97%	100%	97%	97%	94%	78%
By Grade																								
Kindergarten	97%	100%	100%	100%	100%	100%	100%	97%	88%	97%	97%	100%	100%	100%	100%	97%	100%	100%	91%	100%	100%	94%	97%	78%
Grade 1	89%	100%	100%	100%	89%	100%	100%	100%	100%	100%	89%	89%	100%	100%	100%	89%	78%	89%	89%	89%	100%	100%	89%	56%
Grade 2	100%	100%	100%	88%	100%	100%	100%	88%	100%	100%	100%	100%	100%	100%	88%	100%	100%	100%	100%		100%	88%	100%	50%
Grade 3	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	92%	100%	100%	100%	100%	100%	100%	83%		100%	100%	83%	83%
Grade 4	100%	96%	96%	100%	100%	100%	100%	96%	88%	100%	96%	96%	100%	100%	100%	100%	92%	96%	96%	100%	96%	96%	88%	83%
Grade 5	100%	100%	100%	100%	100%	100%	100%	100%	100%	94%	100%	100%	100%	100%	100%	94%	94%	89%	89%	89%	78%	100%	78%	89%
Grade 6	96%	93%	100%	100%	100%	96%	100%	96%	96%	96%	100%	100%	100%	100%	100%	86%	96%	96%	86%	93%	96%	96%	96%	82%
By % High Needs																								
Below the district median (79.7% High Nee	96%	100%	100%	100%	98%	100%	100%	96%	94%	94%	98%	98%	100%	100%	100%	94%	96%	96%	87%	98%	94%	98%	91%	70%
Above the district median (79.7% High Nee	99%	96%	99%	99%	100%	99%	100%	98%	94%	100%	98%	98%	100%	100%	99%	95%	95%	96%	92%	94%	96%	95%	90%	83%
By Departmentalization (grades 5 and 6)																								
Departmentalized at 5th and 6th grade	97%	97%	99%	99%	99%	99%	100%	95%	92%	96%	97%	99%	100%	100%	99%	96%	95%	97%	90%	96%	96%	95%	91%	77%
Not Departmentalized at 5th and 6th grade	98%	98%	100%	100%	100%	100%	100%	100%	96%	100%	98%	96%	100%	100%	100%	92%	96%	94%	91%	94%	94%	98%	91%	81%

STANDING COMMITTEE: TEACHING, LEARNING AND STUDENT SUPPORTS

DATE OF MEETING: Tuesday, June 23, 2015

ITEM: Mr. O'Connell/Mr. Monfredo/Mr. Foley/Miss Ramirez (May 28, 2014)

To review the "Safe Routes to School" second grade pedestrian safety program, with a view to expanding its use within the Worcester Public Schools.

PRIOR ACTION:

6-5-14 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

Ms. Novick stated that the Safe Routes to School Task Force will present a report to the full School Committee to be referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

Annex A (3 pages) contains a copy of the Administration's response to the item.

Worcester Safe Routes to School

The Worcester Division of Public Health, in partnership with the Worcester Public Schools, established the Worcester Safe Routes to School Task Force to discuss and analyze the benefits of active travel to schools.

The Task Force members include the Division of Public Health, the Worcester Public Schools, City Departments, and Transportation Agencies. The Task Force developed a number of pilot programs and activities geared to enhance awareness and education of pedestrian safety education for students.

The attached Executive Summary delineates activities, pilots, and recommendations of the Safe Routes to School Task Force.

SafeRoutes-

Worcester Safe Routes to School









EXECUTIVE SUMMARY

This report documents locally organized Safe Routes to School (SRTS) efforts in Worcester, Massachusetts, between January 2013 and June 2014. Audiences for this report include stakeholders such as families of school age children, school officials, elected officials, city administration officials, regional and state transportation agencies, and community members.

Background

Safe Routes to School (SRTS) is a movement to reverse the significant decline in active travel to school in the US since the 1960s. Active travel to school has multiple benefits, including increased physical activity, lifelong health habits and safety skills and improved on-time arrival. Physical activity helps boost children's attention span, reduces behavioral problems, and enhances performance on tests. SRTS activities are often categorized as Engineering, Enforcement, Encouragement, Education and Evaluation.

Activities and Findings

The Worcester SRTS Task Force employs a systems approach that promotes collaboration among sectors in an urban, low-income setting. Task Force members include Worcester Public School (WPS) units, city departments, and transportation agencies. The Task Force focuses on SRTS programs at individual schools, pedestrian safety education for students, and district-level issues.

Pilot 1: Existing Conditions Assessment

A system was established to assess walking conditions in school catchment areas to prepare for developing route maps at individual schools. We established local sources of crash, speed and crime data to inform route development.

Pilot 2: Technical Assistance to Build SRTS Programs in WPS Elementary Schools

We selected three pilot schools with the highest potential to shift travel mode from family vehicle use to walking. We developed SRTS programs at Canterbury Street School and Vernon Hill School, including walk auditing of potential routes and development of recommended route map, development of Encouragement activities such as a monthly walk to school day, and participation in pedestrian safety Education.

Pilot 3: Pedestrian Safety Education for Students

We adapted existing curricula to create a two-session training module delivered during physical education class. One classroom session and one skills training session taught walking, street crossing, and parking lot skills. The format was deemed feasible.

District-wide Issues

Evaluation: Attendance and travel mode correlations, mapping of school catchment areas.

Engineering: Process for street and sidewalk improvements near schools; signage and pavement markings near schools; bicycle racks at schools; active travel potential of proposed site design for the new Nelson Place School building.

Enforcement: Reporting snow ordinance violations on recommended school walking routes, protocol following a pedestrian crash involving a WPS student en route to or from school.

Education: Crossing guard training, bicycle safety education.

Encouragement: System for distributing notices of Encouragement opportunities through the WPS Communication and School Support Coordinator, amending WPS wellness policy to support active school travel, engaging parents through SRTS.

Recommendations

SRTS programs at individual schools

- Revise technical assistance elements and expand program to two years.
- Develop and implement application process for schools interested in technical assistance while prioritizing schools with greatest mode shift potential.

Pedestrian safety education in schools

- · Revise pedestrian safety training and expand use in WPS PE.
- Explore strengthening and expanding bicycle safety education for WPS students.
- Establish options for parent / guardian pedestrian safety education.
- Establish options for child pedestrian safety training through community outlets.

District-level issues

Evaluation

- Develop and implement sustainable impact measurement of student travel mode.
- · Pursue attendance and travel study.

Engineering

- Propose public works budget allocation for improvements on school walking routes.
- Conduct walk auditing at additional WPS schools to inform public works budget allocation.
- Document "SCHOOL" pavement markings at all schools in Worcester.
- Assist WPS administration with application for TAP funds for bicycle racks.

Enforcement

- Establish options for easier ordinance violation reporting by students and schools.
- Establish WPS pedestrian crash reporting protocol.
- Support pedestrian / bicyclist crash review through the CHIP.

Encouragement

- Amend WPS wellness policy to endorse active travel and SRTS.
- Establish recognition program for crossing guards.
- Expand promotion of district-wide Encouragement activities.
- Build SRTS Alliance / community support.
- Promote SRTS as a parent engagement strategy.
- Explore parent perceptions of active school travel and their pedestrian and driving behaviors.

Conclusions

Safe Routes to School in Worcester is poised to increase walking and bicycling to and from school. The Task Force has become a forum for collaboration among city departments, WPS offices and community partners that offers a model for addressing alternative transportation across the city. Future efforts should prioritize and implement the recommendations contained in this report as well as explore further opportunities.





STANDING COMMITTEE: TEACHING, LEARNING AND STUDENT SUPPORTS

DATE OF MEETING: Tuesday, June 23, 2015

ITEM: Administration (October 27, 2014)

To share information on the elementary Report Card Pilot.

PRIOR ACTION:

11-6-14 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

Annex A (21 pages) contains a copy of the Administration's response to the item.

Electronic Elementary Report Card Development and Pilot Implementation

The district's student database system, SAGE, did not have the capability to generate electronic report card for elementary grade level students in grades Pre-Kindergarten to grade 6. In December of 2013, the administration convened a meeting with principals, teachers and district administration to discuss the logistics of developing an electronic report card for the elementary level. Through those discussions, a formal committee was established to develop a standards-based report card that would reflect student performance at each grade level. The committee was also charged to develop a reporting document that would facilitate parent and teacher communication and interaction relative to student performance at the school.

During the spring of 2014, three sub-committees were created to develop the following:

- 1. Elementary Report Card Academic Standards for English Language Arts, Social Studies, Mathematics, Science, Performing Arts, Visual Arts, and Physical Education/Health
- 2. Elementary Report Card Social Development by Grade and Work Habits by Subject Area and by Grade
- 3. Elementary Report Card Guidelines for Grading to include: Grading System Legend, Priority Standards Grading Legend and Comment Section

Throughout this process, the district's Information Technology staff worked in conjunction with key members of the committee to develop the electronic version of the report card in SAGE. As a result, the district was able to implement a pilot of the electronic elementary report card in 8 schools during the 2014-2015 school year.

Schools participating in the pilot are:

Burncoat Quadrant: Clark Street School and McGrath Elementary School Doherty Quadrant: Nelson Place School and Tatnuck Magnet School

North Quadrant: Grafton Street School and Lake View School South Quadrant: Woodland Academy and Goddard Elementary

During the implementation phase, teachers' and principals' feedback generated a number of revisions to the report card content. These revisions were both, format and content related to ensure proper alignment of content taught in each quarter and the standards reported.

Attached, please find the roster of committee participants and copies of report cards for each grade level.

Elementary Report Card Review Committee

Grade 1 – English Language Arts

- 1. Carmelo Borges/Chandler Elementary
- 2. Meg Hewes-P/Gates Lane
- 3. Jessica Mercado/Norrback Ave.

Grade 2 – Science/Social Studies

- 1. Kate Bissett/Woodland Academy
- 2. Barbara Tambolleo/City View
- 3. Laura Weiss/Heard Street

Grade 3 – Mathematics

- 1. Jess Moise /Goddard
- 2. Karen Sullivan/Clark Street
- 3. Josh Torchia/Woodland Academy

Grade 4 – English Language Arts

- 1. Sara Cooney-P/Roosevelt
- 2. Karen Coyle/Chandler Magnet
- 3. Kerrie Plotczyk-P/Grafton Street

Grade 5 – Science/Social Studies

- 1. Kati Greaney/Columbus Park
- 2. Carolan Kasper-P/Union Hill
- 3. William Letendre/Flagg Street

Grade 6 – Mathematics

- 1. Lisa Calcagni-P/Roosevelt
- 2. Colleen Dyer-P/WAM
- 3. Gina Robertson-P-ELA/Roosevelt

Pre-K - Kindergarten

Pre-K

- 1. Tracy Bombard-SPED/Elm Park
- 2. Mary Mara/Chandler Magnet
- 3. Caitlin McSweeney/Lincoln Street

Kindergarten

- 1. Diana Johnson/McGrath Elementary
- 2. Diane Smith/Belmont Street
- 3. Kristina Young/Tatnuck Magnet

Performing Arts

- 1. Netta Rappaport/Gates Lane
- 2. Heidi Johnston/Columbus & W.T.
- 3. Laura Koldziejczak/Nelson Place

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Physical Education/Health

- 1. Carol Manning/PE/Norrback
- 2. Meghan McDonald/PE/Goddard
- 3. Sandra Caron/Health/Flagg Street
- 4. Kara Cedrone/Health/Vernon & Wawecus

Visual Arts

- 1. Elizabeth Fortin/Chandler Magnet
- 2. Philip Olson/Union Hill
- 3. Michael Walden/WAM

Elementary Report Card Sub-Committee

1.	Danielle Barry/Heard Street	AP –Teaching Assistant
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2.	Katherine Bissett/Woodland Academy	Grade 2
3.	Amber Boisclair/Vernon Hill	Grade 3
4.	Joanna Cackett/Grafton Street	Principal
5.	Sandra Caron/City View/Jacob Hiatt	Health

5. Sandra Caron/City View/Jacob Hiatt Health 6. Janice Engdahl/Tatnuck Magnet Grade 1

7. Albert Ganem/DAB Manager, Staff Development

8. Kati Greaney/Columbus Park Grade 5

9. Dolores Gribouski/DAB **Quadrant Manager** 10. Laura Kolodziejczak/Nelson Place **Performing Arts**

11. Laurie Kuczka/DAB Director, Head Start 12. Carol Manning/Norrback Ave **Physical Education**

13. Mary-Margaret Mara/Chandler Magnet Pre-K

14. Mary Meade-Montague/DAB **Quadrant Manager** 15. Phillip Olson/Heard Canterbury Visual Arts 16. Patricia Padilla/Woodland Academy Principal

17. Gina Robertson/Roosevelt Grade 6 18. Marco Rodrigues/DAB Chief Academic Officer

19. Bertha-Elena Rojas/DAB Manager, ELL

20. Kay Seale/DAB Manager, Special Ed. 21. Susan Teixeira/WAM Grade 4

22. Lee Yonika/ELL Office Instructional Focus Coach

23. Keren Azoulay/Columbus Park Intermediate Teacher

24. Shauna Hoffey/DAB **Behavior Specialist** 25. Anne Marie Kahn/Goddard Elementary **Behavior Specialist** 26. Patricia McCullough/Clark Street

Principal

27. Jessica Mercado/Norrback Avenue **Primary Teacher** 28. Colleen O'Brien/DAB

Health & PE Liaison 29. Marie Powers/Columbus Park **Primary Teacher** 30. Bethany Wharton/Clark Street **Instructional Coach**



Practices

Grade 2K Quarterly Report Card 2014-15

Student:	
Teacher:	

Teacher:		Hn	nRm			
		Q1	Q2	Q3	Q4	Final
10900 - English Lang	guage Arts Overall Performance Level					
Foundational Skills	Handle books appropriately					
	Identify the beginning sound of a spoken word					
	Demonstrate letter/sound knowledge by recognizing and naming uppercase letters					
	Recognize and name letters in own name					
	Demonstrate letter/sound knowledge by recognizing and naming lowercase letters					
Reading Literature & Informational Texts	Ask and answer questions about what is read					
	Recall important details/facts from what is read					
	Retell events from a story in sequence					
	Use pictures in a book to tell a story in his/her own words					
Speaking & Listening	Listen and speak in conversations with children and familiar adults					
	Speak in order to share thoughts, feelings and ideas					
Language	Speak in complete sentences using a variety of words					
	Use question words (who, what, where, when, why and how)					
	Use new vocabulary words					
Writing	Draw pictures to share ideas					
	Dictate words to tell a story, express an opinion or give information					
19100 - Mathematic	s Overall Performance Level					
Problem-Solving	Make sense of problems and persevere in solving them					
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Counting & Cardinality	Count up to 10 objects					
	Identify numerals 0-10					
Operations and Algebraic Thinking	Add objects together up to five					
	Subtract objects up to five					
Measurement & Data	Sort and classify objects by more than one attribute					
Geometry	Identify and describe squares, circles, triangles, rectangles					
29100 - Science & To	echnology / Engineering Overall Performance Level					
Science & Engineering Practices	Ask questions about the world around us and define problems that impact us					

			Q1	Q2	Q3	Q4	Final	
Plan and Carry Out Investigations	Explore the natural and technological world	d						
Evaluate Information	Obtain and share evidence to support a cla	nim						
Natural World	Explore reasons for why things change							
Life Science	Identify the characteristics of plants	Identify the characteristics of plants						
	Identify the characteristics of animals							
	Identify the characteristics of the local env	ironment						
Earth & Space Science	Discuss characteristics of living and nonlivi	ng things						
	Discuss characteristics of weather							
	Discuss human impact on the environment							
Physical Science	Compare properties of natural and human	made objects						
39100 - History & Sc	ocial Science Overall Performance Leve	el						
History and Geography	Identify sequential words, e.g. first, next, l and use them to describe a personal exper	•						
	Use the word because in the context of a spersonal experience	story or						
	Demonstrate what a map/globe is							
Civics & Government	Give examples that show the meaning of t authority, fairness, justice, responsibility at							
	Begin to identify important American symb	ols						
Economics	Give examples of different types of jobs per including work they do at home	eople do,						
	Explain why people work and things that p with money they earn	Explain why people work and things that people buy with money they earn						
Literacy	Use a combination of dictating and drawing information about a social studies topic	g to explain						
69200 - Visual Arts (Overall Performance Level							
Creating	Engage in self-directed play with varied ma	aterials						
	Engage in self-directed creative art making	l						
	Share and talk about personal artwork							
Responding	Select a preferred artwork							
69300 - Music Overa	II Performance Level							
Performing	Explore intune singing							
	Demonstrate steady beat in hands and fee	t						
Creating	Participate in creative and dramatic moven	nent						
	Participate in music activities with familiar students	adults and						
89300 - Physical Edu	ication Overall Performance Level							
Movement Skills	Coordinate movements for throwing, catch	ing, kicking						
	Manipulate small objects easily							
	Demonstrate competency in a variety of m movement patterns	otor skills and						
Life Long Learning S	kills	Q1 (22	Q	3	(Q4	
Express needs appropri	iately							
Care for personal need	s independently							
Demonstrate self-confid	dence							
Take turns and shares	with others				٠,	ა თი	>	
Show concern and resp	ect for others				a,	0 4 Q	, E	
Follow rules and routing	es of the classroom and school				ر ان	φ <u>4</u> 4	Annex A	
Transition easily from one activity to another					. 74	A		

Attempt to resolve conflicts when necessary	s independently	and seeks sup	port			
Focus attention to tasks						
Follow one step directions						
Follow multi-step directions	S					
Use classroom materials ap	opropriately					
Participate in a variety of to	asks or activitie	S				
Use a pencil correctly						
Use scissors correctly						
_					2.5	

Туре	Q1	Q2	Q3	Q4	Year to Date
Absent	1	0	0	0	1
Dismissed	0	0	0	0	0
Tardy	0	0	0	0	0

Q1 Comment	Q2 Comment	Q3 Comment	Q4 Comment

	Key to Performance Levels							
С	Consistently	4	Exceeds Standards – Extends key concepts, processes, and skills. Consistently works beyond stated grade-level benchmarks.					
U	Usually	3	Achieves Standards – Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.					
s	Sometimes	2	Approaching Standards – Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.					
R	Rarely	1	Needs Support – Not grasping key concepts, processes, and essential skills. Area of concern that requires support.					

	Key to Comments								
Α	Always willing to help teachers/peers	М	Needs frequent reminders to stay on task						
В	Benefits from teacher proximity & prompting	N	Needs prompting to engage in discussions						
С	Can be more successful if prepared for class	0	Needs support interacting with others successfully						
D	Can benefit from increased organizational skills	P	Needs support to maximize time on learning						
Е	Comes prepared and ready to learn	Q	Needs support transitioning between activities						
F	Consistently challenges him/her self	R	Needs support working in co-op learning groups						
G	Contributes to the classroom discussions	S	Quality of work has improved						
Н	Exhibits curiosity	Т	Remains focused and on tasks						
I	Has made great academic gains	U	Shows initiative						
J	Is creative and/or original	V	Shows leadership						
K	Makes positive choices	W	Takes pride in his/her work						
L	Maximizes time on learning	X	Vibrant member of the classroom						



Grade 1K Quarterly Report Card 2014-15

Student:	
Teacher:	

Teacher:		Hn	nRm	:		
		Q1	Q2	Q3	Q4	Final
10900 - English Lan	guage Arts Overall Performance Level					
Foundational Skills	Handle books appropriately					
	Identify the beginning sound of a spoken word					
	Demonstrate letter/sound knowledge by recognizing and naming uppercase letters					
	Recognize and name letters in own name					
	Demonstrate letter/sound knowledge by recognizing and naming lowercase letters					
Reading Literature & Informational Texts	Ask and answer questions about what is read					
	Recall important details/facts from what is read					
	Retell events from a story in sequence					
	Use pictures in a book to tell a story in his/her own words					
Speaking & Listening	Listen and speak in conversations with children and familiar adults					
	Speak in order to share thoughts, feelings and ideas					
Language	Speak in complete sentences using a variety of words					
	Use question words (who, what, where, when, why and how)					
	Use new vocabulary words					
Writing	Draw pictures to share ideas					
	Dictate words to tell a story, express an opinion or give information					
19100 - Mathematic	s Overall Performance Level					
Problem-Solving	Make sense of problems and persevere in solving them					
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Counting & Cardinality	Count up to 10 objects					
	Identify numerals 0-10					
Operations and Algebraic Thinking	Add objects together up to five					
	Subtract objects up to five					
Measurement & Data	Sort and classify objects by more than one attribute					
Geometry	Identify and describe squares, circles, triangles, rectangles					
	echnology / Engineering Overall Performance Level					
Science & Engineering Practices	Ask questions about the world around us and define problems that impact us					

			Q1	Q2	Q3	Q4	Fin
Plan and Carry Out Investigations	Explore the natural and technological world						
Evaluate Information	Obtain and share evidence to support a claim						
Natural World	Explore reasons for why things change						
Life Science	Identify the characteristics of plants						
	Identify the characteristics of animals						
	Identify the characteristics of the local environr	nent					
Earth & Space Science	Discuss characteristics of living and nonliving the	nings					
	Discuss characteristics of weather						
	Discuss human impact on the environment						
Physical Science	Compare properties of natural and human mad	e objects					
39100 - History & S	ocial Science Overall Performance Level						
History and Geography	Identify sequential words, e.g. first, next, last, and use them to describe a personal experience						
	Use the word because in the context of a story personal experience	or					
	Demonstrate what a map/globe is						
Civics & Government	Give examples that show the meaning of the coauthority, fairness, justice, responsibility and ru						
	Begin to identify important American symbols						
Economics	Give examples of different types of jobs people including work they do at home						
	Explain why people work and things that people with money they earn						
Literacy	Use a combination of dictating and drawing to information about a social studies topic						
69200 - Visual Arts	Overall Performance Level						
Creating	Engage in self-directed play with varied materia	als					
	Engage in self-directed creative art making						
	Share and talk about personal artwork						
Responding	Select a preferred artwork						
69300 - Music Over	all Performance Level						
Performing	Explore intune singing						
	Demonstrate steady beat in hands and feet						
Creating	Participate in creative and dramatic movement						
	Participate in music activities with familiar adult students	s and					
89300 - Physical Ed	ucation Overall Performance Level						
Movement Skills	Coordinate movements for throwing, catching,	kicking					
	Manipulate small objects easily						
	Demonstrate competency in a variety of motor movement patterns	skills and					
Life Long Learning	Skills Q	1 Q	2	Q	3	(Q4
Express needs approp	riately						
Care for personal need	ds independently						
Demonstrate self-conf	idence						
Take turns and shares	with others					~~	
Show concern and res	pect for others				pa _s	gb #4-29	ηA
Follow rules and routin	nes of the classroom and school				j e	#4	ne
Transition andily from	one activity to another				6	ï	×

Attempt to resolve conflicts independently and seeks support when necessary		
Focus attention to tasks		
Follow one step directions		
Follow multi-step directions		
Use classroom materials appropriately		
Participate in a variety of tasks or activities		
Use a pencil correctly		
Use scissors correctly		

Туре	Q1 Q2		Q3	Q4	Year to Date
Absent	2	4	0	0	6
Dismissed	0	0	0	0	0
Tardy	0	0	0	0	0

Q1 Comment	Q2 Comment	Q3 Comment	Q4 Comment

	Key to Performance Levels									
С	Consistently	4	Exceeds Standards – Extends key concepts, processes, and skills. Consistently works beyond stated grade-level benchmarks.							
U	Usually	3	Achieves Standards – Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.							
S	Sometimes	2	Approaching Standards – Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.							
R	Rarely	1	Needs Support – Not grasping key concepts, processes, and essential skills. Area of concern that requires support.							

	Key to Comments								
Α	Always willing to help teachers/peers	М	Needs frequent reminders to stay on task						
В	Benefits from teacher proximity & prompting	N	Needs prompting to engage in discussions						
С	Can be more successful if prepared for class	0	Needs support interacting with others successfully						
D	Can benefit from increased organizational skills	P	Needs support to maximize time on learning						
Е	Comes prepared and ready to learn	Q	Needs support transitioning between activities						
F	Consistently challenges him/her self	R	Needs support working in co-op learning groups						
G	Contributes to the classroom discussions	S	Quality of work has improved						
Н	Exhibits curiosity	Т	Remains focused and on tasks						
I	Has made great academic gains	U	Shows initiative						
J	Is creative and/or original	V	Shows leadership						
K	Makes positive choices	W	Takes pride in his/her work						
L	Maximizes time on learning	X	Vibrant member of the classroom						



Grade 0K Quarterly Report Card 2014-15

Student:	
Tonchow	

Teacher:		Hn	nRm	:		
		Q1	Q2	Q3	Q4	Final
10910 - English Lan	guage Arts Overall Performance Level					
Foundational Skills	Understand how print is organized					
	Identify uppercase letters					
	Identify lowercase letters					
	Identify letter sounds					
	Recognize and produce rhyming words					
	Separate and pronounce the beginning, middle and ending sounds of short words					
	Blend letter sounds					
	Read common high frequency words					
Reading Literature & Informational Texts	Ask and answer questions about key details in a text					
	Retell important details in sequence from a story					
	Read simple texts with purpose and understanding					
Speaking & Listening	Actively engage in group reading activities					
	Participate in conversations					
Language	Use question words, nouns, verbs and prepositions					
	Capitalize the first word in a sentence and the pronoun I					
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases					
	Demonstrate understanding of the organization and basic features of print					
Writing	Use drawing, dictating and/or writing to compose opinion, informative/explanatory and narrative texts					
	Participate in shared research projects					
1910 - Mathematics	Overall Performance Level					
Problem-Solving	Make sense of problems and persevere in solving them					
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Counting & Cardinality	Count to 100 by ones					
	Count to 100 by tens					
	Identify numbers 0-20					
	Count to tell the number of objects in a set					
	Compare numbers using "more/greater than", "less than", "equal to"					
Operations and Algebraic Thinking	Understand addition as putting together and adding to					
	Understand subtraction as taking apart and taking from					
	Fluently add and subtract within 5					

		Q1	Q2	Q3	Q4	Final		
Number & Operations in Base Ten	Demonstrate understanding of place value							
Measurement & Data								
Geometry	hexagons, cubes, cones, cylinders and spheres							
	Create and compose shapes							
2910 - Science & Te	chnology / Engineering Overall Performance Level							
Science & Engineering Practices	Ask questions about the world around us and define problems that impact us							
Plan and Carry Out Investigations	Gather information and explain data from investigations							
Evaluate Information	Use observations as evidence to support a claim							
Natural World	Identify reasons for why things change							
Life Science	Identify the needs and cycles of plants and animals							
	Explain how plants and animals can cause changes in their environment							
Earth & Space Science	Measure, describe, and record changes in weather and temperature and identify patterns over time							
Physical Science	Investigate how changes in pushes and pulls affect the motion of objects							
	Make observations that sunlight warms materials & design a structure that reduces the sun's warming effect							
3910 - History & Soc	cial Science Overall Performance Level							
History and Geography	Identify sequential actions and phrases related to chronology and time							
	Demonstrate what a map/globe is							
	Describe the events/people celebrated during US national holidays							
Civics & Government	Identify important American symbols							
	Retell stories that highlight civic qualities							
Economics	Give examples of different kinds of jobs that people do, including the work they do at home							
	Explain why people work and things that people buy with money they earn							
Literacy	Use a combination of drawing, dictating and writing to compose informative texts							
6920 - Visual Arts O	verall Performance Level							
Creating	Build skills in various media & approaches to art-making through individual and collaborative experimentation							
Presenting	Select art objects for personal portfolio and display, explaining why they were chosen							
Responding	Interpret art by identifying subject matter and describing relevant details							
Connecting	Identify the purpose of an artwork							
6930 - Music Overal	l Performance Level							
Performing	Engage in vocal exploration (speaking, singing, whispering, etc.) and explore in-tune singing							
	Demonstrate and label steady beat in hands and feet			۲,	ع متم	_ ⊳		
Creating	Engage in creative movement			á	2 o ±	ī		
Responding				54-29 58	Annex A			

									Q1	Q2	Q3	Q4	Fina
		cation Overall Performance Level											
Move		Demonstrate competency in motor skills and movement patterns, such as hopping, skipping, running, jumping											
		Manipulate large objects easily											
Knov				wledge/skills level of phys									
Socia		Exhibit i		e personal b	ehavio	r that i	espects s	self					
Life	Long Learning Sk	ills					Q1	Q	2	C	3		04
	for personal needs		ndently				4-	~					Æ.
	ray positive approac		•										
	pt responsibility for												
	w the rules of the c			001									
					-:								
	oach challenges usi		lety of po	Silive Strate	gies								
	ess needs appropria												
	nize self and mater		. ,										
	s attention during in		on and on	tasks									
	w one step direction												
	w multi-step direction	ons											
Dem	onstrate effort												
Resp	ect others rights, fe	elings,	and prope	rty									
Tran	sition easily from or	ne activi	ty to anot	her									
Use	a pencil correctly												
Use	scissors correctly												
	Туре		Q1	Q2		Q3		Q4		Year to Date			ate
	Absent		0	1		0	0			1		1	
	Dismissed		2	2		0	-			4			
	Tardy		0	0		0		0				0	
	-			-						0/		omment	
	Q1 Comment		Q2 Cor	nment		Ų3 C	Commen	τ		Q ²	Con	ımen	it .
			K	ey to Perfo	orman	ce Lev	rels						
С	Consistently	4		Standards – ntly works b							skills	•	
U	Usually	3	Achieves Standards – Consistently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.							s.			
S	Sometimes	2	Approaching Standards – Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.										
R	Rarely	1	Needs Support – Not grasping key concepts, processes, and essential safe area of concern that requires support.							skills.			
				Key to									
Α	Always willing to h	eln tea	hers/nee	-			frequent	remin	ders	to sta	v on t	ask	
В	Benefits from teac	•					promptir						
С	Can be more succ						support in						fully
D	Can benefit from in						support 1						
D				niai SKIIIS									_
Е	Compension	nd road	eady to learn Q Needs s					rancit	inning		IDON '	コヘナルバナ	iΔc

R Needs support working in co-op learning groups

Quality of work has improved

U Shows initiative

Remains focused and on tasks

Т

F Consistently challenges him/her self

I Has made great academic gains

Exhibits curiosity

Contributes to the classroom discussions

J	Is creative and/or original	٧	Shows leadership
K	Makes positive choices	W	Takes pride in his/her work
L	Maximizes time on learning	X	Vibrant member of the classroom



Grade 01 Quarterly Report Card 2014-15

Student:	
Teacher:	HmRm

Teacher:		Hn	nRm			
		Q1	Q2	Q3	Q4	Final
10911 - English Lan	guage Arts Overall Performance Level					
Foundational Skills	Recognize the features of a sentence (first word, capitalization, ending, punctuation)					
	Distinguish between sounds, spoken words, and syllables					
	Apply phonics in decoding words					
	Read grade appropriate irregularly spelled and high frequency words					
	Read grade level text with sufficient accuracy and fluency to support comprehension					
Reading Literature	Ask and answer questions about key details in a text					
	Retell stories to demonstrate understanding					
	Compare and contrast characters and events in and between texts					
Reading Informational Texts	Use text to understand author's purpose					
	Identify and explain characteristics of various types of texts					
	Identify similarities and differences between two texts on the same topic					
	Read and comprehend grade level texts with purpose and understanding					
Speaking & Listening	Take part in a range of discussions by building on others' ideas and clearly expressing his/her own					
	Speak in complete sentences					
	Ask and answer questions to deepen understanding					
	Express ideas about people, places and events with relevant details, including visual displays when appropriate					
Language	Print upper-and lowercase letters, nouns, verb tenses, adjectives, common conjunctions, articles, prepositions					
	Produce simple and compound sentences					
	Capitalize dates, names of people, use end punctuation, commas in dates and series					
	Spell words with common spelling patterns and frequently occurring irregular words					
	Determine the meaning of unknown or multiple-meaning words and phrases					
	Accurately use academic and content specific vocabulary					
Writing	Write narratives: recount two or more sequenced events, details, temporal words to signal event order, sense of closure					
	Write informative/explanatory pieces: name a topic, supply some facts, provide closure					
	Write opinion: introduce a topic/name a book, state an opinion, supply a reason, provide closure					

		Q1	Q2	Q3	Q4	Final
	Write poems with rhyme and repetition					
	Focus on a topic and add details to strengthen writing					
1911 - Mathematics	Overall Performance Level					
Problem-Solving	Make sense of problems and persevere in solving them					
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Operations and Algebraic Thinking	Model and solve addition problems and number sentences to 20					
	Model and solve subtraction problems and number sentences to 20					
	Fluently add and subtract within 10					
	Use various strategies to add and subtract					
Number & Operations in Base Ten	Count verbally and in writing to 120 starting at any number					
	Compose and decompose two-digit numbers using tens and ones					
	Understand and explain the value of each digit in a two-digit number; compare two two-digit numbers using >, < or =					
	Add and subtract multiples of 10					
Measurement & Data	Tell time to the hour and half hour					
	Identify all U.S. coins and their values; determine the value of a collection of common coins					
	Measure and compare lengths in non-standard units					
	Organize and interpret data					
Geometry	Identify and describe shapes using their defining attributes					
	Partition circles and rectangles into two and four equal parts ("halves" and "fourths")					
2911 - Science & Ted	chnology / Engineering Overall Performance Level					
Science & Engineering Practices	Ask questions about the world around us and identify problems that impact us					
Plan and Carry Out Investigations	Gather, analyze and communicate information from investigations					
Evaluate Information	Use information from text/print, media and investigations as evidence to support a claim or an argument					
Natural World	Predict outcomes based on patterns or observed characteristics					
Earth & Space Science	Identify daily and seasonal patterns including day length, temperature and weather					
Physical Science	Explain how light and sound move through different materials					
Engineering	Define and develop multiple solutions to a problem					
Life Science	Compare different species of animals and plants and explain how each interacts with their environment					
3911 - History & Soc	ial Science Overall Performance Level				pa	gb
History and Geography	Use calendars to identify seasons/time sequence; days, weeks, months, and years				page 1	gb #4-1

			Q1	Q2	Q3	Q4	Final
	Identify specific geographic locations on a globe	map and					
	Understand the reasons for celebrating na state holidays						
Civics & Government	Identify the current President of the Unite the job of the president	ed States and	I				
	Identify and explain the meaning of Amer symbols						
	Explain that America is a combination of r people and religions	many differer	nt				
Economics	Give examples of goods and services people	ple buy and ι	ıse				
	Give examples of economic choices peopl	e make					
Literacy	Write informative/explanatory text naming social studies, supply some facts and provious closure		of				
6921 - Visual Arts C	verall Performance Level						
Creating	Explore uses of materials and tools to cre or design	ate works of	art				
Presenting	Identify where art is displayed both in and school	d outside of					
Responding	Interpret art by categorizing subject matt identifying the characteristics of form	er and					
Connecting	Understand that people from different pla have made art for a variety of reasons	ices and time	es				
6931 - Music Overa	II Performance Level						
Performing	Select and perform songs to demonstrate	in tune singi	ing				
	Master steady beat awareness						
	Perform known rhythmic concepts with ac	ccuracy					
Responding	Decode and read beginning rhythms and concepts	rhythmic					
8931 - Physical Edu	cation Overall Performance Level						
Movement Skills	Demonstrate competency in a variety of r movement patterns	notor skills a	nd				
Knowledge	Demonstrate knowledge/skills to achieve health-enhancing level of physical activity		а				
Social Skills	Exhibit responsible personal behavior that and others	t respects sel	f				
Life Long Learning	Skills	Q1	Q2	Q	3	(Q4
Portray positive appro-	ach for learning						
Respect others rights,	feelings, and property						
Accept responsibility for	or own behavior						
Transition appropriate	ly from one activity to another						
Follow the rules of the	classroom and school						
Approach challenges ι	ısing a variety of positive strategies						
Organize self and mat	erials appropriately						
Focus attention during instruction and on tasks							
Follow one step directions							
Follow multi-step directions							
Demonstrate effort							
Work cooperatively wi	th peers						
Work independently							
Fulfill homework requi	rements with support						

	Туре		Q1	Q2		Q3	Q4		Year to Date	
	Absent		1	0		0	0		1	
	Dismissed		0	0		0	0		0	
	Tardy		0	1		0	0		1	
	Q1 Comment		Q2 Con	nment		Q3 Comn	nent		Q4 Comment	
Key to Performance Levels										
С	Consistently	4				ends key conc d stated grad				
U	Usually	3				nsistently gras cessfully meet			key concepts, level benchmarks.	
S	Sometimes	2				Beginning to gressing towa			/ key concepts, hmarks.	
R	Rarely	1	Needs Support – Not grasping key concepts, processes, and essential skills. Area of concern that requires support.							
Key to Comments										
Δ	Always willing to hel	to help teachers/neers M Needs frequent reminders to stay on task								

Key to Comments							
Α	Always willing to help teachers/peers	М	Needs frequent reminders to stay on task				
В	Benefits from teacher proximity & prompting	N	Needs prompting to engage in discussions				
С	Can be more successful if prepared for class	0	Needs support interacting with others successfully				
D	Can benefit from increased organizational skills	Р	Needs support to maximize time on learning				
Е	Comes prepared and ready to learn	Q	Needs support transitioning between activities				
F	Consistently challenges him/her self	R	Needs support working in co-op learning groups				
G	Contributes to the classroom discussions	S	Quality of work has improved				
Н	Exhibits curiosity	Т	Remains focused and on tasks				
I	Has made great academic gains	U	Shows initiative				
J	Is creative and/or original	V	Shows leadership				
K	Makes positive choices	W	Takes pride in his/her work				
L	Maximizes time on learning	X	Vibrant member of the classroom				



Grade 02 Quarterly Report Card 2014-15

Student:	
Teacher:	

Teacher:		Hr	nRm	:		
		Q1	Q2	Q3	Q4	Final
10912 - English Lan	guage Arts Overall Performance Level					
Foundational Skills	Read with sufficient accuracy to support comprehension					
	Read grade level text with fluency to support comprehension					
	Decode long and short vowels when reading regularly spelled one- and two-syllable words					
	Decode words with common prefixes and suffixes					
	Read grade-appropriate irregularly spelled words					
Reading Literature	Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of a text					
	Describe how characters respond to major events and challenges, express their point of view, and are the same or different					
	Compare and contrast two versions of the same story on the same topic					
Reading Informational Texts	Determine topic and main purpose of text					
	Describe the overall structure of a text					
	Know and explain how text features aid comprehension					
Speaking & Listening	Describe key ideas or details from a text read aloud or information presented orally or through other media					
	Participate in collaborative conversations, following rules for discussion					
	Ask and answer questions about what a speaker says to gather additional information or deepen understanding					
	Tell a story or share an experience with facts and details using complete sentences and a clear, audible voice					
Language	Use correct grammar when writing or speaking: collective and plural nouns, pronouns, past tense, adjectives and adverbs					
	Produce complete simple and compound sentences					
	Capitalize proper nouns, use commas in letters and use apostrophes in contractions and possessives					
	Apply spelling patterns and use resources to correct					
	Determine the meaning of unknown and multiple- meaning words					
	Interpret figurative language, determine word relationships and word meanings					
	Use new words and phrases, including adjectives and adverbs (descriptive words)					
Writing	Write narrative pieces: recount an event, include details, use temporal words, use dialogue, provide closure					
	Write informative/explanatory pieces: Introduce topic, use facts and definitions to develop, provide conclusion					

		Q1	Q2	Q3	Q4	Final
	Write opinion pieces: introduce topic/book, state opinion, supply reasons, use linking words, provide conclusion					
	Focus on a topic and strengthen it with details, facts or reasons					
	Publish writing using a variety of digital tools					
1912 - Mathematics	Overall Performance Level					
Problem-Solving	Make sense of problems and persevere in solving them					
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Operations and Algebraic Thinking	Use addition and subtraction within 100 to solve 1- and 2-step word problems					
	Fluently add/subtract within 20 using mental strategies					
	Write an equation to express the total amount of objects in a rectangular array as a sum of equal addends					
Number & Operations in Base Ten	Understand and explain place value and its patterns to 1000					
	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form					
	Understand and explain the value of each digit in a three-digit number; compare two three-digit numbers using >, < or =					
	Add and subtract within 100 fluently					
	Use place value strategies to add and subtract within 1000					
Measurement & Data	Measure and estimate lengths in inches, feet, centimeters and meters, or in nonstandard units					
	Solve word problems involving lengths using addition and subtraction					
	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.					
	Solve word problems involving dollar bills, quarters, dimes, nickels and pennies					
	Generate measurement data and represent a data set with a bar graph or picture graph					
Geometry	Identify and draw shapes and their attributes					
	Partition circles and rectangles into equal parts using fractions and whole parts ("halves", "thirds", "fourths")					
	chnology / Engineering Overall Performance Level					
Science & Engineering Practices	problems that impact us					
Plan and Carry Out Investigations	Explore the world around us, collect and analyze data from investigations and communicate findings					
Evaluate Information	Use observations, data and information obtained from text/print and other media as evidence to support claims or arguments					
Earth & Space Science	Demonstrate understanding and knowledge of air and weather				page	gb #4-294
	Demonstrate understanding and knowledge of earth's surface				12	4-29

		01	02	03	04	Final
	Demonstrate understanding of patterns observed in the world around us	-				
Physical Science	Describe properties of matter and motion of objects					
Technology & Engineering	Identify tools and simple machines used for a specific purpose					
	Identify characteristics of and uses for natural materials and human made objects					
Life Science	Identify the characteristics, cycles, and interactions of living things in their environment					
3912 - History & Soc	cial Science Overall Performance Level					
History and Geography	Use calendars, words and phrases related to time and causation, and historical timelines					
	Use maps and globes					
	Identify continents, oceans, major rivers and major mountain ranges in the world					
Civics & Government	Explain rights and responsibilities of United States citizens					
	Understand that America is a combination of traditions and cultures from around the world					
	Give examples of the qualities of good leaders and good citizens					
Economics	Understand and give examples of the local economy- goods/services, buyers/sellers, producers/consumers					
Literacy	Write informative/explanatory text on a topic in social studies: use facts/definitions and provide a concluding statement					
6982 - Visual Arts O	verall Performance Level					
Creating	Experiment with various materials and tools to explore personal interests in a work of art or design					
Presenting	Categorize artwork based on a theme or concept for an exhibit					
Responding	Use learned art vocabulary to express preferences about artwork					
	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form					
Connecting	Create works of art about events in home, school, or community life					
6992 - Music Overal	l Performance Level					
Performing	Select and perform songs to demonstrate in tune singing independently					
	Collaboratively engage in movement and improvisatory activities					
Creating	Interpret known rhythms and beginning melodic concepts					
Responding	Analyze musical examples through the use of dynamics and tempo vocabulary					
	Explore musical structure through formal analysis					
-	cation Overall Performance Level					
Movement Skills	Demonstrate competency in a variety of motor skills and movement patterns					
Knowledge	Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness					

			-						01	02	03	Q4	Final		
Socia	al Skills	Exhibit r		e personal b	ehavi	ior that re	spects	self	-2-	-	- Co				
Life	Long Learning S	kills					Q1	(2	Ç	Q3 Q4				
Resp	ect others rights, f	eelings,	and prope	rty											
Trans	sition appropriately	from or	ne activity	to another											
Follo	w the rules of the	classroor	n and sch	ool											
Acce	pt responsibility for	r own be	havior												
Appr	oach challenges us	sing a vai	riety of po	sitive strateg	gies										
	nize self and mate														
Follo	w one step direction	ons													
Follo	w multi-step direct	ions													
Dem	onstrate effort														
Work	cooperatively with	h peers													
	independently	•													
	I homework require	ements v	vith suppo	rt											
	Туре		Q1	Q2		Q3		Q4		,	Year	to Da	ate		
	Absent		1	0		0		0				1	Date		
	Dismissed		1	0		0		0				1			
	Tardy		0	0		0		0		0					
	Q1 Comment		Q2 Con	nmont		U3 C4	mmer	.		0/	l Con	ımen	+		
	Q1 Comment		QZ COI	illient		Q5 CC	,,,,,,,,	ic .		Q-	COII	IIIICII			
			K	ey to Perfo	rma	nce Leve	els								
С	Consistently	4	Consiste	ntly works b	eyon	ends key concepts, processes, and skills. d stated grade-level benchmarks.									
U	Usually	3	processe	s, and skills.	Suc	Consistently grasps and applies key concepts, uccessfully meets stated grade-level benchmarks.									
S	Sometimes	2	processe	s, and skills.	Prog	Beginning to grasp and apply key concepts, ressing towards stated benchmarks.									
R	Rarely	1		upport – Not concern that				ts, pro	cesse	s, and	d esse	ntial	skills.		
				Key to 0	Comi	ments									
Α	Always willing to	help tead	chers/peer	s	M	Needs f	requen	t remir	nders	to sta	y on t	task			
В	Benefits from tea	cher pro	ximity & p	rompting	N	Needs p	rompti	ng to e	engag	e in d	iscuss	sions			
С	Can be more succ	cessful if	prepared	for class	0	Needs s	upport i	nteract	ing wi	th oth	ers su	ccessf	fully		
D	Can benefit from in	P	Needs s	upport	to ma	ximize	time	on le	arnin	g					
Е	Comes prepared	Q	Needs s				•								
F	Consistently chall	R	Needs s	upport v	vorking	j in co	op le	arning	group	os					
G Contributes to the classroom discussions						Quality of work has improved									
H Exhibits curiosity						Remains	s focus	ed and	on ta	isks					
	Has made great a	U	Shows initiative												
Ι		yanıs			SHOWS	illidative		Shows leadership							
J	Is creative and/or		-		٧			nip							
		r original	-				eadersl	•	r worl	(



Grade 03 Quarterly Report Card 2014-15

Student:	
Teacher:	HmRm:

Teacher:		Hr	nRm			
		Q1	Q2	Q3	Q4	Final
10913 - English Lan	guage Arts Overall Performance Level					
Foundational Skills	Describe how prefixes and suffixes change the meaning of the root; break apart unknown words with three or more syllable chunks					
	Read grade level text accurately					
	Read fluently (easy, smooth, automatic) to support comprehension					
Reading Literature	Retell stories, explain the central message, lesson, and/or moral using key details					
	Ask and answer questions from a text					
	Compare and contrast themes, settings and plots of two stories					
	Describe characters in a story, explain how their actions contribute to the sequence of events					
	Determine point of view; explain how own point of view is similar/different from the narrator, character, or author					
	Use reading strategies to understand difficult text					
	Use text features and search tools to quickly locate information on a topic					
Reading Informational Texts	Identify the main ideas and how key details from the text support the main idea					
	Use strategies and resources to determine meaning of academic and content specific words					
	Compare and contrast key details in two texts on the same topic			Q3		
Language	Use commas and quotation marks in dialogue, spell high frequency and base words with suffixes and use reference materials					
	Determine the meaning of unknown and multiple- meaning words					
	Interpret figurative language, determine word relationships and word meaning					
	Spell high frequency words and other studied words; consult references to check and correct spelling					
	Use coordinating and subordinating conjunctions to produce simple, compound and complex sentences					
	Accurately use conversational, academic, and content specific words including words that signal spatial and temporal relationships					
Writing	Write a narrative: introduce narrator, character, and situation, put events in order, develop events using dialogue and description, provide closure					
	Write an informative/explanatory piece: introduce topic, use facts and definitions, use linking words and phrases, and provide conclusion					

		Q1	Q2	Q3	Q4	Fina
	Write an opinion piece: state an opinion, supply reasons to support opinion, use linking words and phrases, and provide conclusion					
	Produce writing that reveals development and organization (revision and editing) with guidance and support					
	Produce short research projects on topics; take notes on sources, sort information into provided categories					
	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail					
	Report on a topic or text, tell a story or recount an experience with facts and relevant descriptive details, speaking clearly					
1913 - Mathematics	Overall Performance Level					
Problem-Solving	Make sense of problems and persevere in solving them					
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Operations and Algebraic Thinking	Represent and solve problems involving multiplication and division					
	Understand properties of multiplication and the relationship between multiplication and division					
	Multiply and divide within 100 fluently					
	Solve two-step problems involving the four operations					
Fractions	Explain any unit fraction (1/b) as one part of a whole with b parts					
	Understand fractions as numbers on the number line					
	Use models to show and explain equivalent fractions and whole numbers as fractions; compare fractions using >, < or =					
Measurement & Data	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects					
	Measure lengths using rulers at halves and fourths of an inch					
	Understand concepts of perimeter and area and relate them to multiplication and to addition					
	Solve problems involving perimeter					
2913 - Science & Te	chnology Overall Performance Level					
Science & Engineering Practices	Ask questions about the world around us and define problems that could be solved with technological solutions					
Plan and Carry Out Investigations	Obtain, analyze, interpret, and communicate information from investigations					
Evaluate Information	Use observations, data, and information obtained from text/print and other media as evidence to support a claim or present an argument					
Earth & Space Science	Demonstrate an understanding of rocks, minerals, soil					
	Demonstrate an understanding of weather, water cycle			, ,	- m	· +
	Demonstrate an understanding of seasons, moon, and solar system			o	go #4-29 page 14	Annex
Physical Science	Demonstrate an understanding of properties of matter			1	, ;	×Χ

		Q1	Q2	Q3	Q4	Final
	Demonstrate an understanding of energy, electricity, magnetism					
	Demonstrate an understanding of motion of objects					
Technology & Engineering	Demonstrate an understanding and knowledge of simple machines					
Life Science	Demonstrate understanding of the characteristics of plants and animals					
	Demonstrate understanding of adaptations and behaviors, and life cycles					
	Demonstrate understanding of habitats and ecosystems					
3913 - History & So	ocial Science Overall Performance Level					
History and Geography	Explain the background and importance of the Wampanoags, Pilgrims and Puritans					
	Identify specific geographic locations relative to early Colonial history					
	Explain the importance of historical artifacts and primary sources					
	Explain the important political, economic, and military developments leading up to and during the American Revolution					
Civics & Government	Understand and explain the purpose of governments					
	Identify key American documents					
	Give examples of ways citizens can participate in local government					
Economics	Explain the purpose and uses of taxes					
	Understand barter and trade					
Literacy	Write informative/explanatory texts to examine a topic in social studies: convey information clearly, provide facts, definitions and a conclusion					
6923 - Visual Arts (Overall Performance Level					
Creating	Create personally satisfying artwork using a variety of artistic processes and materials					
	Elaborate visual information by adding details in an artwork to enhance emerging meaning					
Presenting	Identify exhibit space and prepare works of art including artists' statements for presentation					
Responding	Evaluate work based on given criteria					
Connecting	Develop a work of art based on observations of surroundings					
6933 - Music Overa	II Performance Level					
Performing	Select and perform songs to demonstrate in tune singing with expanded range					
Creating	Create musical responses using the do pentatonic scale					
	Perform known rhythmic and melodic phrases on a variety of classroom instruments					
Responding	Collaboratively explore part work to understand complex musical structure					
	Respond to musical examples using music vocabulary					
8913 - Physical Edu	cation Overall Performance Level					
Movement Skills	Apply knowledge of concepts, principles, and tactics related to motor skills, movement patterns and performance					

								Q1	Q2	Q3	Q4	Final
Knov	•			knowledge and enhancing lev						-		
		itness										
Socia		xhibit r	•	e personal beh	navior that	respec	ts self					
Life	Long Learning Sk	ills				Q1	Ç	2	Q	3	(Q4
Portr	ray positive approach	n for lea	arning									
Resp	ect others rights, fe	elings, a	and prope	rty								
Tran	sition appropriately	rom on	e activity	to another								
Follo	w the rules of the cl	assroor	n and sch	ool								
Acce	pt responsibility for	own be	havior									
Appr	oach challenges usir	ng a var	riety of po	sitive strategie	es							
Orga	nize self and materi	als appı	ropriately									
Focu	is attention during in	structio	n and on	tasks								
Follo	w one step direction	S										
Follo	w multi-step direction	ns										
Dem	onstrate effort in ev	ery sub	ject area									
Worl	k cooperatively with	peers										
Work	k independently											
Fulfil	ll homework requirer	nents v	vith suppo	ort								
Dem	onstrate good study	habits										
	Туре		Q1	Q2	Q3	3	Q4		`	Year	to Da	ite
	Type Absent		Q1	Q2	Q 3		Q4 0		,	Year '	to Da	ite
			_	_	_				,	Yea r		ite
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	Absent Dismissed Tardy		2 2 4	1 1 10	0 0		0 0				3 3 14	
	Absent Dismissed Tardy		2 2 4 Q2 Corr	1 1 10 nment	0 0 0 Q3	Comm	0 0 0		Q4	Com	3 3 14 amen	
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C	Absent Dismissed Tardy Q1 Comment	4 3	2 2 4 Q2 Cor K Exceeds Consiste Achieves processe	1 1 10 nment Standards – Ently works bey s Standards – (es, and skills. S	0 0 0 Q3 mance Le Extends ke vond state Consistent Successfull	Commevels y conced grade ly grasp y meets	0 0 0 ent	nchma plies grade-	Q4 , and arks. key co	skills.	3 3 14 amen ts, amark	t
	Absent Dismissed Tardy Q1 Comment Consistently		2 2 4 Q2 Corr K Exceeds Consiste Achieves processe Approach	1 10 nment (ey to Perform Standards – Ently works bey a Standards – (es, and skills. Shing Standardses, and skills. Performance of the standardses, and skills. Performance of the standardses, and skills. Performance of the standardses of th	Q3 mance Le Extends ke vond state Consistent Guccessfull s – Beginn Progressing	Comm evels y conce d grade ly grasp ly meets ing to g g towar	0 0 0 ent epts, procedure be epts, procedure be so and ap so stated of	nchma plies grade- l apply l benc	Q4 , and arks. key co level y key hmar	skills.	3 3 14 men ts, nmark	t ss.
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U S R A B	Absent Dismissed Tardy Q1 Comment Consistently Usually Sometimes Rarely Always willing to h Benefits from teach	3 2 1 elp teacher processful if	2 2 4 Q2 Corr K Exceeds Consiste Achieves processe Approacl processe Needs Si Area of c chers/peer ximity & p prepared	1 1 10 nment Standards – E ntly works bey s Standards – (cs., and skills. S hing Standards es, and skills. P upport – Not g concern that re Key to Co rs rrompting for class	mance Lection of the consistent of the consisten	Comm evels y conce d grade dly grasp y meets ing to g g towar ey conce pport. s freque s prom s suppor	o o o ent epts, proc elevel be s and ap s stated dyrasp and ds stated epts, pro ent remir oting to e	nchma oplies grade- I apply benc cesses aders t	Q4, and arks. key collevel y key hmarks, and to stale in d th oth	skills. skills. skills. skills. skills. skills. skills. skills.	3 3 114 Imen Its, Intial s Its	t.sskills.
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U S R A B C D	Absent Dismissed Tardy Q1 Comment Consistently Usually Sometimes Rarely Always willing to h Benefits from teach Can be more succe Can benefit from inc	3 2 1 elp teacher propersul if the treased and read	2 2 4 Q2 Cor K Exceeds Consiste Achieves processe Approacl processe Needs Si Area of c chers/peer ximity & p prepared organizatio y to learn	1 1 10 nment Stey to Perform Standards – E ntly works bey Standards – O es, and skills. S hing Standards es, and skills. P upport – Not g concern that re Key to Co rs rrompting for class onal skills	mance Le Extends ke Fond state Consistent Successfull S – Beginn Progressing Grasping ke equires su Domments M Need N Need N Need P Need Q Need	Comm y conced graded by grasply meets in ground grown by conceptors. s frequence s promport. s support s s s support s s s support s s s support s s s s s s s s s s s s s s s s s s s	o o o ent epts, proc elevel be s and ap s stated o grasp and ds stated epts, pro ent remir oting to e t interact ort to max	nchma pplies grade- I apply bencesses aders tengage ing wit kimize	Q44 , and arks. key collevel y key hmaring to state e in deth other time	skills. skills. concepted to the skills. I essee you on the skills. skills.	3 3 114 tts, imark epts, nitial s ccessifications ccessificationic	ts.

Remains focused and on tasks

U Shows initiative

Shows leadership

W Takes pride in his/her workX Vibrant member of the classroom

Annex A gb #4-294 page 15

H Exhibits curiosity

I Has made great academic gains

J Is creative and/or original

L Maximizes time on learning

K Makes positive choices



Grade 04 Quarterly Report Card 2014-15

Student:	
Teacher:	

		Q1	Q2	Q3	Q4	Final
10914 - English Lang	guage Arts Overall Mark					
Foundational Skills	Apply grade level phonics and word analysis skills in decoding words					
Reading Literature	Explain what the text says when referring to details in the piece					
	Determine the theme of a piece of literature; summarize					
	Describe in depth a character, setting, or event in a story drawing on specific details in the text					
	Compare/contrast the point of view, theme and genre					
	Read grade level text with sufficient accuracy and fluency to support comprehension					
Reading Informational Texts	Identify the main idea and how key details from the text support the main idea; summarize					
	Explain events, procedures, ideas or concepts including what happened and why, based on specific information in the text					
	Determine meaning of content words or phrases to show understanding					
	Interpret information from text features (charts, time lines, graphs)					
	Describe the overall structure of events, ideas, concepts or information in a text					
Speaking & Listening	Participate in discussions; stay on topic; link to remarks of others, explain own ideas and what was learned					
	Report on a topic or text, tell a story or recount an experience with facts and details that support main ideas, speaking clearly					
Language	Use complete sentences and recognize fragments and run-ons					
	Use capitalization, punctuation and correct spelling when writing					
	Determine the meaning of unknown and multiple- meaning words using context clues, prefixes, suffixes, root-words; use reference materials					
	Interpret figurative language; determine word relationships and word meanings					
	Use grade-appropriate conversational, academic, and content specific words and phrases Accurately					
Writing	Write a narrative: establish the situation, the narrator/characters and sequence, use dialogue and description, transitional words and sensory details					
	Write to explain: introduce a topic, group related information; include text features; develop topics, provide conclusion					

i i i i i i i i i i i i i i i i i i i	Make sense of problems and persevere in solving them Construct a precise, evidence-based mathematical argument, and critique the reasoning of others				
1914 - Mathematics C Problem-Solving Reasoning and Explaining	editing and publishing Produce research projects by investigating of a topic; take notes and categorize information; list sources used, give evidence Dverall Mark Make sense of problems and persevere in solving them Construct a precise, evidence-based mathematical argument, and critique the reasoning of others				
t (9 1914 - Mathematics C Problem-Solving I Reasoning and (9 Explaining a	take notes and categorize information; list sources used, give evidence Overall Mark Make sense of problems and persevere in solving them Construct a precise, evidence-based mathematical argument, and critique the reasoning of others				
Problem-Solving I Reasoning and C Explaining a	Make sense of problems and persevere in solving them Construct a precise, evidence-based mathematical argument, and critique the reasoning of others				
Reasoning and (Explaining a	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others				
Explaining	argument, and critique the reasoning of others				
	Model with mathematics, using appropriate tools strategically				
Generalizing p	Look for and make use of structure, and generalize patterns in repeated reasoning				
Algebraic Thinking	Use the four operations to solve multi-step word problems, and explain his/her reasoning				
in Base Ten .	Use place value understanding to read, write, compare, and round multi-digit numbers				
	Add and subtract multi-digit whole numbers fluently using the standard algorithm				
	Multiply up to a four-digit number by a one-digit number, and multiply two two-digit numbers				
	Divide a four-digit number by a one-digit number				
	Compare, order and find equivalent fractions				
-	Add and subtract fractions and mixed numbers with like denominators				
	Express a fraction with denominator 10 or 100 as a decimal; compare and order decimals				
Measurement & Data	Solve problems involving measurement and data				
	Draw and identify lines and angles, and classify shapes by properties of their lines and angles				
2914 - Science & Tech	hnology Overall Mark				
	Define and solve problems using science and engineering practices				
	Obtain, analyze, interpret, and communicate information from investigations				
i	Use observations/data from investigations and information obtained from text and media as evidence to support a claim or present an argument				
Earth & Space Science	Demonstrate understanding of rocks and minerals				
1	Demonstrate understanding of earth's surface				
[Demonstrate understanding of water cycle				
Physical Science	Demonstrate understanding of properties of matter				
	Demonstrate understanding of sound				
	Demonstrate understanding of electricity				
5,	Demonstrate understanding and knowledge of simple machines and tools				
	Demonstrate understanding of life cycles and adaptations of living things		pa	gb #4-29	Ar
1	Demonstrate understanding of ecosystems		ge	# 4	Annex /

		Q1	Q2	Q3	Q4	Final
History and Geography	Identify specific geographic locations/historical events in the United States					
	Identify specific geographic locations/historical events in Canada					
	Identify specific geographic locations/historical events in Mexico					
	Identify specific geographic locations/historical events in Central America and the Caribbean					
Civics & Government	Identify the path to United States citizenship for immigrants					
	Identify the major rights of United States citizens					
Economics	Define and give examples of natural resources in the United States					
	Give examples of resources and explain how scarcity compels communities to make choices about goods and services					
	Give examples of how the interaction of buyers and sellers influences the prices of goods and services in the market					
Literacy	Write informative/explanatory texts to examine a topic in social studies: convey information clearly, provide facts, definitions and a conclusion					
6914 - Music Overa	II Mark					
Performing	Select, analyze and perform songs to demonstrate in tune singing within the range of a 6th					
	Perform known rhythmic and melodic phrases on soprano recorder					
Responding	Identify letter names on the treble clef: E, G A B C D E'					
	Respond, in writing, to own performances using music vocabulary					
Creating	Analyze and interpret known rhythmic and melodic elements on traditional staff notation					
6924 - Visual Arts O	verall Mark					
Creating	Set goals collaboratively and create artworks that are meaningful and have purpose to the makers					
Presenting	Compare and contrast purposes of art museums, art galleries, and other venues and the types of personal experiences they provide					
Responding	Interpret art by referring to contextual information, and analyzing relevant subject matter, characteristics of form, and use of media					
Connecting	Create works of art that reflect community cultural traditions					
8914 - Physical Edu	cation Overall Mark					
Movement Skills	Apply knowledge of concepts, principles, and tactics related to motor skills, movement patterns and performance					
Knowledge	Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness					
Social Skills	Exhibit responsible personal behavior that respects self and others					
8924 - Health Educa	ation Overall Mark					
Health Education	Identify non-violent strategies to manage or resolve conflict					

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Grade 05 Quarterly Report Card 2014-15

Student:	
Teacher:	

Teacher:		HmRm:				
		Q1	Q2	Q3	Q4	Final
10915 - English Lang	guage Arts Overall Mark					
Foundational Skills	Apply grade-level phonics and word analysis skills to read unfamiliar words					
	Read grade-level text with sufficient fluency to support comprehension					
Reading Literature	Quote accurately from text when explaining meaning					
	Use details in a text to determine theme					
	Compare and contrast elements of fiction in a text					
	Describe how a narrator's or speaker's point of view influences how events are described					
	Determine the meaning of words in context					
Reading Informational Texts	Quote accurately from text when explaining meaning					
	Analyze multiple accounts of the same event or topic					
	Explain logic of text organization					
	Analyze visual and multimedia elements					
	Determine main ideas and how they are supported					
	Analyze multiple accounts of the same event or topic					
	Integrate information from several texts including digital sources on the same topic					
Speaking & Listening	Participate in discussions: prepared with required reading; contributes to the discussion and draws conclusions					
	Report on a topic or text or present an opinion with support, sequence ideas logically, and speak clearly					
Language	Demonstrate command of the conventions of Standard English punctuation, capitalization and spelling when writing					
	Expand, combine and reduce sentences for meaning, interest and style					
	Determine the meaning of unknown and multiple meaning words through context clues, Greek and Latin affixes and roots and references					
	Demonstrate understanding of figurative language, word relationships and nuances in word meanings					
Writing	Write narratives: establish a situation, narrator and/or characters and events; use techniques, transitional words and details, provide conclusion					
	Write informative/explanatory texts: introduce topic, provide focus, group information logically, use text features, provide conclusion					
	Write opinion pieces: introduce a topic or text; state opinion, create logical organization, use facts and details, link reasons, provide conclusion					
	Use technology to produce and publish					

		Q1	Q2	Q3	Q4	Final
	Conduct short research projects that use several sources to build knowledge					
	Develop and strengthen writing by planning, revising, editing, rewriting or trying new approaches					
1915 - Mathematics	Overall Mark					
Problem-Solving	Make sense of problems and persevere in solving them					
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others					
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically					
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning					
Number & Operations in Base Ten	Use understanding of place value to read, write, compare and round decimals					
	Multiply multi-digit whole numbers fluently using the standard algorithm					
	Divide multi-digit whole numbers					
	Add and subtract decimals to hundredths					
	Multiply and divide decimals to hundredths					
Operations and Algebraic Thinking	Write and interpret numerical expressions					
Fractions	Add and subtract fractions and mixed numbers with unlike denominators					
	Multiply and divide fractions using visual models or the standard algorithm					
	Use the number sense of fractions to solve problems and assess the reasonableness of answers					
Measurement & Data	Understand concepts of volume and relate volume to multiplication and addition					
2915 - Science & Te	chnology Overall Mark					
Science & Engineering Practices	Pose questions about the natural and technological world. Incorporate science and engineering practices to solve problems					
Plan and Carry Out Investigations	Obtain, analyze, interpret, and communicate information from investigations					
Evaluate Information	Use observations, data and information obtained from text/print and other media as evidence to support a claim or present an argument					
Earth & Space Science	Demonstrate understanding of rocks, earth's history, changes to earth's surface					
	Demonstrate understanding of water cycle, weather and climate					
	Demonstrate understanding of earth and moon relationship, solar system					
Physical Science	Demonstrate understanding of properties of matter					
	Demonstrate understanding of forms of energy, electricity, magnetism					
Technology & Engineering	Develop a solution to an engineering problem					
Life Science	Demonstrate understanding of classification of living things			Pa	gb	An
	Demonstrate understanding of structures/adaptations in plants and animals			9c 1	gb #4-294	nex
	Demonstrate understanding of energy and changes in ecosystems				94	A

		Q1	Q2	Q3	Q4	Final
3915 - History & So	cial Science Overall Mark					
History and Geography	Use maps and globes to identify locations, identify specialized maps and compare the world before the Age of Exploration to changes in later years					
	Describe Pre Columbian civilizations of the new world and European exploration, colonization and settlement to 1700					
	Understand and give examples of the political, intellectual and economic growth of the colonies, 1700-1775					
	Describe the events of the American Revolution and the formation of a federal government under the Constitution 1775-1789					
Civics & Government	Explain the principals and institutions of American constitutional government					
	Describe the first four presidencies and the growth of the republic of the United States to 1820					
Economics	Give examples of how people save money and the advantages and disadvantages of each					
	Define profit and describe how profit is an incentive for entrepreneurs					
	Give examples of how supply and demand affected prices in colonial history					
Literacy	Write texts to examine a topic in social studies, provide facts, definitions, quotations, write details, link ideas and provide a conclusion					
6915 - Music Overa	II Mark					
Performing	Select, analyze and perform songs to demonstrate in tune and expressive singing					
	Use known concepts in standard notation, create and perform phrases and accompaniments on classroom instruments					
Responding	Interpret American musical works in their historical and cultural context					
	Evaluate musical examples for properties of sound, including timbre, pitch, and amplitude					
	Respond to meter through conducting patterns in 2, 3, and 4					
6925 - Visual Arts C	Overall Mark					
Creating	Combine ideas to generate an innovative idea for art- making					
	Create artist statements using art vocabulary to describe personal choices in art-making					
Presenting	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork					
Responding	Compare one's own interpretation of a work of art with the interpretation of others					
Connecting	Identify how art is used to inform or change an individual's or society's beliefs, values, or behaviors					
8915 - Physical Edu	cation Overall Mark					
Movement Skills	Apply knowledge of concepts, principles, and tactics related to motor skills, movement patterns and performance					

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			Key to C	F									
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В	Always willing to help teachers/peers Benefits from teacher proximity & prompting				Needs frequent reminders to stay on task Needs prompting to engage in discussions								
C		N O	Needs support interacting with others successfully										
						Needs support to maximize time on learning							
D E	Comes prepared and ready to learn				Needs support to maximize time on learning Needs support transitioning between activities								
F	Consistently challenges him/her self				Needs support transitioning between activities Needs support working in co-op learning groups								
G	Contributes to the classroom discussions												
Н						Quality of work has improved Remains focused and on tasks							
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J	Is creative and/o			V	Shows initiative Shows leadership								
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Grade 06 Quarterly Report Card 2014-15

Student:	
Teacher:	

Reading Literature Cite textual evidence to support analysis Determine theme and how it is conveyed through details; provide an objective summary of the text Describe how a particular text's plot unfolds and how the characters respond/change Determine the meaning of words and phrases, including figurative, connotative and technical meaning Reading Informational Analyze how a part of a text fits into the overall structure of a text and development of theme/idea Compare and contrast information and presentation of ideas in various multimedia and genre Analyze how a key individual, event, or idea is introduced, illustrated and elaborated in a text Determine the point of view or purpose of a text and how it is developed Speaking & Listening Speaking & Listening Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues Reflect and paraphrase key ideas and perspectives in a discussion Present claims and findings, sequencing ideas logically and using specific details Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking Demonstrate command of the conventions of standard English, capitalization, punctuation and spelling when writing Determine or clarify the meaning of unknown and multiple-meaning words and phrases Demonstrate understanding of figurative language, word relationships, and nuances in word meanings Use conversational, academic, content specific words/phrases, including words that signal and other logical relationships	
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Writing Write narratives to develop real or imagined experiences or events	
Write informative/explanatory texts to examine a topic and convey ideas, through logical organization and analysis	
Write arguments to support claims with clear reasons and relevant evidence	
Produce clear writing in which the development, organization and style are appropriate to task, purpose and audience	
Strengthen writing by planning, revising, editing and rewriting	

		Q1	Q2	Q3	Q4	Fina	
	Conduct short research projects to answer a question, drawing on several sources						
	Gather relevant information from multiple print and digital sources; assess the credibility of each source						
1916 - Mathematics	Overall Mark						
Problem-Solving	Make sense of problems and persevere in solving them						
Reasoning and Explaining	Construct a precise, evidence-based mathematical argument, and critique the reasoning of others						
Modeling and Using Tools	Model with mathematics, using appropriate tools strategically						
Seeing Structure and Generalizing	Look for and make use of structure, and generalize patterns in repeated reasoning						
The Number System	Perform operations on whole numbers fluently						
	Perform operations on decimals fluently						
	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions						
	Understand that opposite integers are used together to describe quantities having opposite values						
	Use positive and negative numbers to represent quantities in real-world contexts						
	Understand integers as points on the number line and in pairs as coordinates on the coordinate plane						
Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems						
Expressions and Equations	Apply and extend previous understandings of arithmetic to Algebra						
	Reason about and solve one-variable equations and inequalities						
	Represent and analyze quantitative relationships between dependent and independent variables						
	Analyze the relationship between two quantities using graphs and tables, and relate these to an equation						
2916 - Science & Te	chnology Overall Mark						
Science & Engineering Practices	Pose questions about the natural and technological world. Incorporate science and engineering practices to solve problems						
Plan and Carry Out Investigations	Obtain, analyze, interpret, and communicate information from investigations						
Evaluate Information	Use observations, data and information obtained from text/print and other media as evidence to support a claim or present an argument						
Earth & Space Science	Demonstrate understanding of rocks, earth's structure/history						
	Demonstrate understanding of water cycle, weather						
	Demonstrate understanding of the universe and the solar system						
Physical Science	Demonstrate understanding of properties and changes in matter						
	Demonstrate understanding of forms of energy, motion of objects			pg gg A			
Technology & Engineering	Use the engineering design process to build a prototype and/or solve a technological problem			26,) #4-	nnex	
Life Science	Demonstrate understanding of living things, environment, ecosystems			<u> </u>	Annex A gb #4-294		

		Q1	Q2	Q3	Q4	Final
	Demonstrate understanding of classification of organisms, cells					
3916 - History & So	cial Science Overall Mark					
History and Geography	Locate continents, oceans, countries, major cities, landforms and bodies of water on a map of the world					
	Explain how absolute and relative location, climate, major physical characteristics, major natural resources and population size influenced nations					
	Use the following demographic terms correctly: ethnic group, religious group, linguistic group					
Civics & Government	Define what a nation is and give examples of the different ways that nations are formed					
	Identify and explain the following types of governments: democracy, dictatorship, communism, socialism, and monarchy					
Economics	Identify and explain different types of economies: market, traditional, command, and mixed					
	Understand the relationship between products, trade, supply and demand in a global economy					
Literacy	Write informative texts on historic events: develop with evidence, link relationships between ideas, use subject specific terms & include a conclusion					
	Draw evidence from historic texts to support analysis, reflections and research					
6916 - Music Overal	Mark					
Performing	Select, analyze and perform songs to demonstrate in tune and expressive singing					
	Create and perform independently and collaboratively a work that expresses and communicates ideas					
Responding	Interpret world music in its historical and cultural context					
	Analyze and navigate through a score					
6926 - Visual Arts O	verall Mark					
Creating	Demonstrate openness in trying new approaches in making works of art and design					
	Design or redesign objects, places, or systems that meet the identified needs of diverse users					
Presenting	Develop a visual plan for displaying works of art, viewer needs and the layout					
Responding	Analyze ways that visual components and cultural associations influence ideas, emotions and actions					
Connecting	Generate a collection of ideas that could be investigated through art-making					
8916 - Physical Edu	cation Overall Mark					
Movement Skills	Apply concepts, principles, and tactics related to motor skills, movement patterns and performance					
Knowledge	Demonstrate how to achieve and maintain a health- enhancing level of physical activity and fitness					
Social Skills	Exhibit responsible personal behavior that respects self and others					
8926 - Health Educa	ation Overall Mark					
Health Education	Demonstrate decision making skills to enhance health					
	Demonstrate the ability to use goal setting skills to improve and maintain health					

Life	Long Learning Skills		Q:	L Q2	. Q3	Q4					
Com	plete and return home	work assignme	nts when du	ie							
Ask	for help when needed										
Orga	nize work place and m	naterials									
Turn	in neat, legible work										
Worl	k independently										
Follo	w rules, procedures, a	nd directions									
Appr	oach challenges using	a variety of po	sitive strateg	gies							
Resp	ect others rights, feeli	ngs, and prope	rty								
Worl	k cooperatively with pe	ers									
Acce	pt and learn from redi	rection									
	Туре	Q1	Q2		Q3	Q4	Year	to Date			
	Absent	1	0		0	0		1			
	Dismissed	1	0	0 0				1			
	Tardy 5 0				0	0		5			
	Q1 Comment Q2 Comment				Q3 Comment Q4			nment			
		К	ey to Perfo	rma	nce Levels						
С	Consistently			Α	90 - 100						
U	Usually			В	80 - 89						
S	Sometimes				70 - 79						
R	Rarely				65 - 69						
			F	0-64							
			Key to C	Comr	nents						
Α	Always willing to help teachers/peers				Needs frequent reminders to stay on task						
В	Benefits from teacher proximity & prompting				Needs prompting to engage in discussions						
С	Can be more successful if prepared for class				Needs support interacting with others successfully						
D	Can benefit from increased organizational skills			P	Needs supp	Needs support to maximize time on learning					
Е	Comes prepared and ready to learn			Q	Needs support transitioning between activities						
F	Consistently challenges him/her self			R	Needs support working in co-op learning groups						
G	Contributes to the classroom discussions			S	Quality of work has improved						
н	Exhibits curiosity			Т	Remains focused and on tasks						
	Has made great academic gains			U	Shows initiative						
I	Has made great acad	Is creative and/or original			Shows leadership						
	-	ginal		V		Takes pride in his/her work					
I	-			w		in his/her	work				